

## Chapter 4: Cues, Questions, and Advanced Organizers NoteTaker

Key Terms, Concepts, or Themes	Explanatory text, web links, and pictures
Cues	Hints
Questions	???
Advance Organizers	Stories, pictures - set stage for learning
Focus on What is Important	Choose questions carefully so that what you ask reminds ss of what they know about a topic and keeps them focused on the objective.
Use explicit cues	<p>Activate ss' prior knowledge by bringing to mind relevant personal experiences or situations they encounter on a regular basis. Suggestions:</p> <ul style="list-style-type: none"> <li>• Tell ss what to pay attention to as they read or view;</li> <li>• provide a list of questions that ss will be able to answer as a result of the lesson;</li> <li>• discuss learning objectives for a lesson.</li> </ul>
Ask Inferential Questions	Ss draw upon what they already know to fill in the blanks
Ask Analytic Questions	<p>Use following skills:</p> <p><u>Analyzing errors</u> in thinking involves...IDing and articulating when someone uses faulty logic, attacks a person rather than focuses on issues, uses weak inferences, confuses facts, or misapplies a concept.</p> <p><u>Constructing support</u> involves providing support for an argument or proof for an assertion.</p> <p><u>Analyzing perspectives</u> involves IDing and articulating personal perspectives about issues.</p>
Use Expository Advance Organizers	Describe or explain (written or verbal) new content ss are about to learn. Can use pictures.
Use Narrative Advance Organizers	Present info in a story format - read a story, play a video clip, tell a personal story.
Use Skimming as an advance organizer	<ul style="list-style-type: none"> <li>• Provide questions to guide the skimming process</li> <li>• "Till the text" - read subheads, points of emphasis - helps ID key points, allows them to slow down if they find something intriguing, encourages predictions</li> <li>• "Scamper and scan" - quickly scan or scamper through a nonfiction text and then decide what they want to read first.</li> <li>• These processes improve student understanding and motivation to read.</li> </ul>
Use graphic advance organizers	Provided in "advance" of learning to introduce them to new material.

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### Tips for Teaching Using Cues, Questions, and Advance Organizers

1. As you introduce a lesson, there is no need to be subtle about what you want them to learn. Use explicit cues to tell ss what they are about to learn, and help them ID and discuss what they already know about a topic.
2. Make it easy for ss to access prior knowledge by providing explicit cues in a variety of formats - ???'s that guide listening, reading, or viewing info.
3. The more ss know about a topic, the more interested they will be in it. Ask ???s and provide cues that help ss access their prior knowledge and bring it to the conscious level - increases likelihood that ss will pay attention and engage with new info about the topic.
4. It is sometimes difficult to think of good inferential or analytic questions "in the moment" while you are teaching. Plan for the use of inferential and analytic questions by creating a list of relevant and useful questions before you begin a lesson.
5. Keep a list of possible inferential and analytic questions accessible - on your desk, near board, in lesson plan book - to remind you to use them on a regular basis.
6. Use a variety of graphic organizers to help ss access their prior knowledge. Purpose of GOs is to make clear to students what they will be learning with regard to a particular topic. Ensure that the connection between the GO and the focus of the lesson is clear.